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COMMITTEE ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Fourth session

SUMMARY RECORD OF THE 16th MEETING

Held at the Palais des Nations, Geneva,
on Thursday, 25 January 1990, at 10.15 a.m.

Chairman: Mr. BADAWI EL SHEIKH

later: Mr. NENEMAN

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India

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The meeting was called to order at 10.15 a.m.

CONSIDERATION OF REPORTS (agenda item 6)

(a) REPORTS SUBMITTED BY STATES PARTIES IN ACCORDANCE WITH ARTICLES 16 AND 17 OF THE COVENANT (continued)

Initial reports concerning articles 13 to 15 of the Covenant

India (E/1988/5/Add.5)

1. At the invitation of the Chairman, Mr. Gopalan and Mr. Dayal (India) took a place at the Committee table.

2. Mr. GOPALAN (India), introducing the report by his Government, drew attention to the report's references to the articles of the Indian Constitution guaranteeing the right to education, namely articles 14, 15, 28, 29, 30, 41, 45 and 337, as well as article 350, which recognized the right of individuals to make representations in the languages of the Union or the States, article 350 A, whereby the State provided for instruction in the mother tongue, article 350 B, which provided for the appointment of a Special Officer for Linguistic Minorities, and article 351, on promoting Hindi. Under the Constitution, the Union and the States were competent to deal with matters of education. The Union of India was therefore vested with legislative powers as regards the central universities, institutions of scientific or technical education financed by the Union or declared to be of national importance, and Union agencies and institutions for vocational or technical training; in other areas of education, both the Union and the States had concurrent jurisdiction.

3. In 1968, the Government of India had adopted the National Policy on Education, designed to promote national progress, a sense of common citizenship and culture and to strengthen national integration, to improve the quality of education, to give greater attention to science and technology, to cultivate moral values, to establish a closer link between education and life, to place more emphasis on the teaching of science and mathematics and to reorganize secondary education and improve higher education.

4. In 1985, when the authorities had assessed the 1968 policy they had recognized that, while the principles underlying the policy were good, they had not properly materialized because there had been no programme of action. Improvements had still been needed to overcome the problems of access, quality, quantity, utility and the financing of education. A document entitled "The Challenge of Education", which summarized the situation had therefore been adopted, translated into several languages and distributed to the teaching corps and to legislators. On the basis of the document and the comments received, a new national education policy had been formulated by the Government and adopted by Parliament in 1986. Task forces had also been set up to review all aspects of teaching, especially access to education and the principle of equality, and an action programme had subsequently been drawn up.

5. The new policy outlined a national education system in which all students had access to education of comparable quality. It stressed the need to establish a common school system, based on a national curriculum which sought to promote values such as India's common cultural heritage, egalitarianism,

democracy, secularism, equality of the sexes, protection of the environment, removal of social barriers, family planning and inculcation of the scientific spirit. Those were not empty words, because the National Council for Educational Research and Training was instructed by the Government to amend the teaching programmes accordingly.

6. With regard to higher education, there were measures to facilitate the mobility of students within the countr[illegible] In that connection, it would be remembered that India had 14 official l[illegible]nguages and that such a plurality was an obstacle to mobility.

7. With respect to scientific and technical education, the various institutions would have to co-ordinate their activities to make the system more efficient.

8. The new national policy also provided for the development of distance teaching for persons from 15 to 35 years of age and stressed the importance of international co-operation and peaceful coexistence.

9. The national policy emphasized equality and, in that regard, recommended that special attention should be given to certain population groups, such as scheduled castes and scheduled tribes, women, minorities and handicapped persons, who had been refused access to education in the past. The policy also arranged for easier access by women to vocational and technical education, and to remove the disparities between rural and urban populations by granting scholarships to disadvantaged students and building hostels for them.

10. Regarding the literacy programme, the Government of India had decided to launch a campaign to reach out to 80 million people and make them functionally literate by 1995. It also intended to develop life-long learning for adults and training for workers.

11. The new policy emphasized the protection and education of young children, in which connection the public needed to be made aware that food, health and education for children up to six years of age were all interconnected issues.

12. The national policy was designed to strengthen the teaching programmes in order to maintain cultural values and recommended the establishment of links between universities and other higher education establishments.

13. As part of the education policy, measures had been taken to enhance the status of teachers, improve their working conditions and enable them to have ongoing training. A single educational structure had been established throughout the country, and the Sixth Plan had accorded priority to education for all at the primary level. The development of vocational training at the higher secondary level sought to diversify education and to give students skills which would better equip them for the job market: in that regard, 10 per cent of the students in secondary education were expected to pursue vocational courses in 1990 and 25 per cent in 1995. At the higher level, the aim was to improve education by setting up Centres of Advanced Study in some universities. In 1985, the Indira Ghandi National Open Univeristy had been established and was especially intended for disadvantaged groups. Technical education had been expanded to speed up the modernization of the country.

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14. With respect to the institutional framework in which article 15 of the Covenant was applied, the Department of Culture, in the Ministry of Human Resource Development, was the agency responsible for cultural matters throughout the country. Several institutions were placed under it, including the National Museum, the National Library, the Central Reference Library, as well as a number of autonomous organizations such as the Lalit Kala Academy, the National School of Drama, the Centre for Cultural Resources and Training, and the Delhi Public Library. Seven zonal cultural centres had been set up to emphasize the cultural links among the different regions of the country and to make Indian people more aware of the wealth and diversity of their heritage. Indian festivals had been organized in various countries such as the United Kingdom, the United States, France, Japan and the Soviet Union to give a true picture of India abroad. The Government had also signed 73 bilateral cultural agreements with countries all over the world and the Indian National Scientific Documentation Centre was actively associated with UNESCO's World Information System for Science and Technology (UNISIST). Again, India was one of the first countries to have instituted protection of intellectual property.

15. As to the list of issues raised by the Committee (E/C.12/1990/Misc.14) the demographic data regarding section I (General framework) were that women accounted for 48 per cent of the population; scheduled castes and tribes, 24 per cent; the 5-14 age group 180 million people, or 27 per cent; and the 15-35 age group, 215 million people or 32 per cent. Young people therefore constituted 60 per cent of the total population, a fact which created some serious problems. The literacy rate was 47 per cent for men and 25 per cent for women.

16. It was beleived that by 1990 the total population would be of the order of 820,580,000, including 129,200,000 belonging to the scheduled castes and 58,070,000 to the scheduled tribes. Excluding Assam, for which it had not been possible to obtain any figures, the population breakdown by religion was: Hindus, 82.63 per cent; Muslims, 11.36 per cent; Christians, 2.43 per cent; Sikhs, 1.96 per cent; and Buddhists, 0.71 per cent.

17. The school enrolment rate among the scheduled castes and tribes was the same as for the rest of the population but declined rapidly at the secondary and higher levels. The drop-out rate was correspondingly higher among the scheduled castes and tribes. Since there were more than 1 million primary schools in India, it was very difficult to gather and centralize data. However, the drop-out rate for the population as a whole was very high: 50.5 per cent in the first five years and 63.8 per cent in the first eight years. The financing of education - 85 per cent from public funds and 15 per cent from private funds - represented only 3 per cent of the GNP, but should rise to 6 per cent.

18. With respect to section II of the list of issues (Right to education), he said that discrimination based on social origin was forbidden by several provisions of the Constitution and by the law. The Commissioner for Scheduled Castes and Scheduled Tribes had been instructed to investigate all matters relating to the safeguards provided for those castes and tribes and to make an annual report to the President and Parliament. Twenty-seven such reports had been submitted so far and the Commissioner would soon be receiving the assistance of a national commission for the scheduled castes and tribes. In addition, the new Ministry of Welfare co-ordinated the activities of all services or agencies dealing with scheduled castes and tribes and with

minorities. Lastly, a Special Parliamentary Committee monitored the application of the constitutional safeguards for the protection of scheduled castes and tribes. There was also a Minorities Commission, which had so far submitted seven annual reports, and a Commissioner for Linguistic Minorities. The Prime Minister had proposed a 15-point programme for the welfare of minorities that was designed, inter alia, to provide technical assistance and coaching to members of minorities who sat competitive examinations for entrance to the public service.

19. As to issue II.2 (Difficulties in implementing the right of everyone to education), untouchability was abolished under the Constitution, but prohibition was one thing and effective application was another. In any case, a cultural lagging behind usually went hand in hand with an economic lag and it was the latter problem that efforts should address. The most disadvantaged groups in that regard were the scheduled castes and tribes, as well as the minorities. In the 5-15 age group, there were 14 million children who were workers. Various initiatives had been taken to encourage parents to send their children to school, for example, by providing uniforms and school meals free of charge.

20. Primary education was compulsory and laws had been enacted accordingly, but the Committee would perhaps realize that it was difficult to institute proceedings against parents who did not send their children to school. The Government, however, had launched many programmes to try and reduce the gap between the rich and the poor: Operation Blackboard, which sought to provide primary schools with basic material and so bring elementary education to more children; the informal education scheme, which was designed to provide a minimum of education to children who worked; the Navodaya Vidalaya scheme, the objective of which was to provide good quality education for talented rural children; and the National Literacy Mission, which covered 80 million people in the 15-35 age group.

21. In order to protect the culture of minorities, the Government had issued policy norms and principles for the operation of minority-managed educational institutions. There were 12 of those principles and they were listed in annex 7 of the paper submitted by his delegation.

22. On the question of the promotion of official languages along with the preservation of local languages, article 351 of the Constitution provided for the promotion of Hindi as the means of expression of the composite culture of India, and institutions had been set up to implement that provision: the Central Institute of Indian Languages, which provided training for teachers from largely Hindi-speaking areas to teach in other languages; the Central Hindi Institute, which fostered and propagated Hindi, and the Rashtirya Sanskrit Sansthan, or National Sanskrit Institute.

23. Regarding the autonomy of scientific and cultural institutions, national arts institutions and cultural centres, he explained that they were not completely funded by the Government and did not come under official tutelage. Furthermore, under the Societies Registration Act, which dated back to 1860, such institutions were registered as autonomous agencies even if the governing boards sometimes included persons who were eminent because of their distinguished services to the Government.

24. The question relating to issue II.9 was formulated in such a way as to give the erroneous impression that the two-tier system was deliberate. Only 5 per cent of the students admitted by competitive examination to higher education institutions such as the Indian Institute of Technology, regional engineering schools and management colleges came from the disadvantaged population groups, but the reason was that the children of wealthy families stood a better chance of obtaining a good pre-univeristy education. To rectify the situation, the Government was taking measures to relax the entrance requirements for those establishments and to give remedial coaching to students who obtained the average required in the competitive examinations or whose marks were slightly below that average.

25. As to issue II.10, on the role of the private sector, education was 85 per cent funded by government sources, but the private sector still played a part, as could be seen from the two tables in annexes 10 and 12 of the paper circulated among the members of the Committee.

26. Lastly, with reference to issue II.11, India needed 140 million school textbooks a year, and they were provided through Textbook Boards throughout the country. The Government subsidized the production of the books to the amount of 250 million rupees each year. The Government of Norway also gave donations in that sector.

27. The CHAIRMAN thanked the representative of India for his explanations and for the paper that his delegation had placed at the Committee's disposal.

28. Mr. ALVAREZ VITA congratulated the representative of India for his very informative introduction and asked whether freedom of education was guaranteed in India, and if so, how it was exercised in such a pluralistic society.

29. Paragraph 11 of the report said that "education should foster universal and eternal values, oriented towards the unity and integration of people. Such value education would help eliminate obscurantism, religious fanaticism, violence, superstitution and fatalism". He inquired how such an educational policy could be made to work without prejudice to the cultural values of the various population groups and without any risk of the minorities being absorbed by the dominant majority.

30. Paragraph 23 of the report stated that "Article 30 of the Constitution of India provides to all minorities, whether religious or linguistic, the fundamental right to establish and administer educational institutions of their choice". Had any difficulties been encountered in implementing that provision, especially in the States with a Muslim majority, which were subject to constant tension?

31. Mr. SIMMA congratulated the representative of India on a frank statement and thanked him for providing the Committee with a paper that gave useful additional information about certain matters. It would have been helpful if the experts had had such information well before the meeting, as something which would have given a different dimension to the dialogue. However, in such a case the list of issues drawn up by the pre-sessional Working Group would have had to reach the Government by the autumn at the very latest and the Committee would have had to receive the written replies from the Government of India before the end of the year - in other words, the Working Group should be able to meet well before the Committee's session.

32. In regard to issue II.9, it was not the intention of the pre-sessional Working Group to give the impression that the existence of two education systems in India was deliberate and he was anxious to clear up that misunderstanding. The Committee was only interested in the de facto situation and wished to know whether, despite officially declared equality, de facto inequality did exist in higher education.

33. With respect to issue II.13, on Operation Blackboard, the paper provided by the delegation of India gave some very impressive figures. He had, however, read in an article by an Indian education specialist in the 15 October 1988 issue of India Today that, according to a survey in 1988, out of 13,271 schools, 10,214 did not have the infrastructure provided for in the operation. To what extent had the operation been successful? Furthermore, page 22 of the paper circulated by the Indian delegation stated that 13,000 girls, in other words, 26 per cent of the total number of students enrolled, had benefited from the Navodaya Vidyalayas operation. Yet the author of the article in question claimed that, while 30 per cent of the places in the schools targeted by the programme had been reserved for girls, most of those institutions had not in fact accepted any girls. Were the figures cited by the author of the article wrong?

34. Mrs. JIMENEZ BUTRAGUEÑO also thanked the representative of India for his statement, which was much more detailed than the written report. Like Mr. Simma, she thought that members would have been in a better position if they had been able to read the Indian delegation's paper earlier.

35. She asked what efforts were being made by India, with its traditions of class and patriarchy, to combat two-fold discrimination: against women and against certain castes. Had India entered any reservations concerning articles 2 and 3 when it had ratified the Covenant? If not, the Government was duty bound to implement a wide-ranging programme to guarantee equality for all citizens and, of course, for men and women. The action programme adopted in 1986 could help to eliminate those imbalances by teaching children of different religions to live together peacefully. India faced serious religious problems and respect for other beliefs should be taught to the very youngest children, with the indispensable participation of women and of all social classes. In that regard, what exactly was the percentage of participation of the different castes and tribes in the educational system and also what penalties applied to anyone who violated the right of the Untouchables to equality, a right that was safeguarded by the Constitution?

36. It was surprising that women represented only 48 per cent of India's total population, whereas in every other country they were in the majority. Did that difference arise from discriminatory health practices, especially in regard to vaccination, in a country with a patriarchal tradition such as India?

37. Lastly, the representative of India seemed to have given an incomplete reply to issue II.11, regarding textook requirements. It was important to rewrite school textbooks and eradicate all the racial, religious, sexual or other stereotypes and so make the first step towards eliminating prejudice.

38. Mr. Neneman took the Chair.

39. Mr. WIMER ZAMBRANO asked whether the Government provided textbooks free of charge. Also, what was the language distribution seeing, that there were 14 official languages in India? As to the number of textbooks published, the figure supplied by the representative of India seemed rather low for such a highly populated country. Mexico, which had one tenth of that population, published roughly the same number - 90 to 95 million - for primary education alone.

40. Mr. TEXIER said that if the experts had had sufficient time beforehand to study the background paper distributed by the delegation of India and if the latter had received the list of issues drawn up by the pre-sessional Working Group earlier, the Committee's task would certainly have been much easier. It would, therefore, be useful if the Working Group could meet some time before the Committee's session, to prepare its work and so have an even more useful dialogue with the States Parties.

41. India's report was perhaps too general. It cited many laws, but did not supply enough specific information about the exercise of the right to education and culture. India was a vast country with many cultures, and the report failed to take sufficient account of that cultural diversity.

42. He would like to know more specifically whether public education was completely secular. In many countries, the question was often the subject of heated debate, and even controversy. That was the case, for example, in France, where secularism in public education was regarded by the authorities as a guarantee of freedom. Did the Government of India share that view?

43. He also asked what the proportion of public schools and private schools was and whether there were any private secular establishments.

44. Furthermore, did all Indians have access to culture under equal conditions? It was only too well known that, in all countries unfortunately, the poorest sectors of the population were the ones who were generally at a disadvantage in that regard. What was being done in India to rectify that situation? For example, did the national and State radio stations - to cite only the area of the mass media - broadcast cultural programmes for minorities?

45. Lastly, he asked whether there were any judicial precedents in regard to copyright and patents of invention. In other words, did disputes over copyright or filing patents fall under the jurisdiction of ordinary courts or were they settled by a purely administrative procedure, for example by the Copyright Board?

46. Mr. FOFANA inquired whether the authorities took any specific measures in the matter of the language of instruction to overcome the problem posed by the large number of official languages.

47. In his statement, the representative of India had spoken of the mobility of students, who went from one region to another to pursue their studies. Did that mobility also affect primary school and secondary school students, and if so, did it not create problems? What happened, for example, if a student who began his studies in Bengali found himself in a school at which instruction was in a language he did not know?

48. He also asked for specific information about the teaching curricula for handicapped children, for example, the deaf and dumb.

49. Mr. GLAIEL thanked the representative of India for the frankness with which he had explained the difficulties his country encountered. He was full of admiration for the Indian authorities, which succeeded in upholding democratic principles throughout such a vast and populous territory despite the complexity of the social problems.

50. He would like to know whether education was the responsibility of the Government of the Union or of the States.

51. Paragraph 15 of the report said that India had set compulsory education for all children up to the age of 14 as a constitutional goal and that the Sixth Plan accorded very high priority to primary education for all. However, what actually was being done to uphold that principle of compulsory education? He wondered, more particularly, if any special measures had been taken to ensure that pupils and students forced to take a job could still study. Lastly, what was the proportion of public to private schools and was private education organized on religious, ethnic, linguistic or any other lines?

52. Mr. RATTRAY said that, given the breadth and complexity of the problems India had to face - problems which stemmed not only from such a large population and so many different cultures but also from India's history - it would be presumptuous to try and pass judgement on what was being done by the authorities to guarantee exercise of the rights set out in articles 13 to 15 of the Covenant. Yet, no matter how impressive the overall objectives set out in the report, there was no guide to assess whether those objectives had been achieved or whether it had been possible to come even close to them. Regarding the new national policy on education for example, he would have liked to see figures so as to evaluate the progress made since the policy had been introduced in 1986.

53. Noting that 85 per cent of total expenditure on education, was borne by the State and 15 by the private sector, he asked whether there was any clear qualitative difference between state-funded education and education financed by private sources. In that connection, it would also be interesting to know what proportion of Indian officials or leaders - political and other - were products of public or private schools.

54. Since the Constitution of India recognized that all minorities, whether religious or linguistic, had the right to establish and run educational institutions and, furthermore, that the Supreme Court had ruled that by admitting a non-member such establishments did not lose their specificity, he asked whether any practical measures were being taken to encourage those establishments to admit students who did not belong to the minority group in question.

55. Mr. MUTERAHEJURU said he would like more details about the educational reform that had led to the adoption of the new national policy on education. What course had been taken? Had an assessment been made of the system in operation up to then? In order to determine the extent to which the reform reflected the will of the peoples themselves, had the whole population or only individual groups or States of the Union been associated with the process?

56. With respect to "Operation Blackboard", the representative of India had said that it targeted chiefly the rural areas, which were short of teachers. However, if the operation was designed to help narrow the gap between the rich and the poor, should it not also serve to bridge the gulf between education for the people in general and education for the élite? Again, what criteria were used to define the élite?

57. Paragraph 23 of the report said that article 337 of the Constitution provided for educational grants to the Anglo-Indian community. It was surprising that one particular group of the population was the subject of constitutional provisions, and he also asked for details about the social, cultural and even political role of that segment of the population. In addition, he wondered whether the large Indian population living in East Africa was also the subject of special provisions of the Constitution.

58. The CHAIRMAN, speaking as a member of the Committee, noted that the report stated that education for peace was an important element of the national education system. He asked for more information on the subject, for example, whether such education was part of the curricula and at what level. The report also mentioned that there were 30 schools situated in foreign countries and attended by the Indians living there. It would be interesting to know - for the experience could be useful to other countries - whether those schools taught all subjects, in which case the Indian children living abroad would not have to attend local schools, or whether they taught only those subjects that were not included in the curricula of local schools. The representative of India had also said that 27,000 students obtained scholarships in India: what was the ratio of those scholarships to the total number of students and how were they distributed? Lastly, he was a great admirer of ancient Indian culture. With reference to the ancient illuminated manuscripts and sculptures, he was struck that that culture gave greater room to eroticism than did modern Indian culture, which was clearly more conservative. Was that situation the result of a return to stricter morality or to censorship?

59. Mr. GOPALAN (India), replying first to Mr. Alvarez Vita's question about how freedom of education was respected in a multicultural society such as India, said there was complete freedom of education, subject to certain provisions of the Constitution. For example, schools entirely financed by the Government were not allowed to give a religious education. On the other hand, schools that were only partly financed by the Government were authorized to do so, provided the students or their parents did not object. Education in India was, therefore, completely secular. There were, however, schools run by Muslims that received no State financing and gave only a religious education.

60. Mr. ALVAREZ VITA explained that he had not meant to ask about religious education but rather about freedom of education in universities. He wanted to know, for example, whether a university professor could express his ideas freely.

61. Mr. GOPALAN (India) said that the subjects taught in university were set out clearly in the syllabus. A university teacher could not, during his lectures, expound doctrinaire theories, but everyone was free to express his ideas on the campus. Teachers and students were highly unionized and teachers and students alike belonged to different political parties: it was therefore

possible for students, to be influenced during discussions, by different philosophical ideas, but those discussions could not be a part of the teaching in the university. For example, Marxism could not be taught as a doctrine, but Marxist economic theories were studied in the same way as other economic theories.

62. In answer to another question by Mr. Alvarez Vita, based on paragraph 11 of the report, regarding the methods used to eliminate obscurantism and religious fanaticism, he said that the National Council of Educational Research and Training was now working on models to be used in drafting school textbooks. Textbooks were an important tool in combating obscurantism and religious fanaticism, because they emphasized the history of India and Gandhi's concept of non-violence. The Council was also scrutinizing older textbooks and expunging anything that might be offensive to particular groups or communities - a difficult and costly operation that would take five years to complete. The experts selected to work out new textbooks came from all regions of India, worked under the supervision of the National Council of Educational Research and Training, and took account of the parameters established by the Council for each subject. The textbooks that had been completed were being used experimentally in the central schools under the full supervision of the Government and if the results were satisfactory would be distributed to other teaching institutions. In that way the Government hoped to bring about a major change in the behaviour of future generations.

63. Mr. Alvarez Vita had also asked to what extent the provisions of article 30 of the Constitution were enforced, for the article recognized that all minorities had the right to establish and administer the teaching institutions of their choice. In his introductory statement, he had outlined the norms and guidelines the Government prepared on the subject and communicated to all of the States in the Union, which were required to abide by them. No real problem had ever arisen in applying them, although the situation was admittedly more complicated in Kashmir, where educational establishments were administered by the Muslims, who constituted the majority in that State. They provided a special kind of education and sometimes the Government had to insist that they include in their curricula subjects, such as mathematics and the sciences, that they were not accustomed to teaching. The Government gave substantial assistance to those establishments to improve the content of their curricula and to provide a more practical education, yet maintain their specificity. During the period 1988-1989, the Government of the State of Kashmir had instituted a special school modernization programme at a cost of $240 million. The situation in the schools of that minority could be summed up as follows: firstly, there were guidelines that took account of the minority's guaranteed constitutional rights; second, the Government had requested the Muslim community to co-operate in modernizing the teaching in its schools; third, as far as available resources allowed, the Government intended to provide special assistance and, under its supervision, strengthen existing establishments.

64. As to Mr. Simma's comment that the work of the Committee would have been simplified if it had received the answers to the Working Groups list of issues earlier, he had only received the list on 17 January, which had left him very little time to gather the necessary information. Would it be possible, in future, to receive the list before Christmas?

65. With reference to Mr. Simma's comment that there was a two-tier higher education system, he agreed that there were inequalities in the system, but they had not been created intentionally, as might be believed. Because of their high qualifications, 30 per cent of the graduates from the Indian Institute of Technology and from various other higher education establishments settled abroad; graduates from the Indian Institute of Management were highly regarded and rose to very responsible positions. However, the fees in those establishments were very high and could be afforded only by wealthy families. It was true that only 5 per cent of the students registered in the higher education establishments came from low-income families, and 95 per cent from the wealthiest ones. Similarly, the education fees charged by private establishments, were very high and only the rich could afford them. For example, a school established during the colonial period by the British for children of the military posted to India was still in existence and at present had some 1,000 students. It charged annual fees of 10,000 rupees, a sum that only landowners and foreigners could afford. Despite efforts by the Government, it was therefore true that there was a de facto two-tier system in higher education and much effort would have to be made to solve the problem. Corrective measures had been taken and, with time, the Government would perhaps succeed in bringing more equality to education.

66. The CHAIRMAN thanked the representative of India for his detailed answers to the Committee's questions. He hoped that, in future, requests for information would be transmitted to the Government of India at a more convenient date, because the Committee had requested the Economic and Social Council to authorize the pre-sessional Working Group to meet one or two months earlier than the Committee.

The meeting rose at 1 p.m.